



# University of Maryland Extension (UME) 4-H Needs Assessment Tool Kit Overview

## Abstract

When starting or evaluating a youth development program, it is essential for 4-H educators to have a grasp on the current needs of the population they serve. These will help them identify the best use for operating, social, and human capital. This assessment comes from measuring resources that are already available and identifying what services may be needed. Collecting information from a variety of stakeholders can ensure that educators offer programs that are timely and necessary for growth in the community. Using an adaptable tool educators in diverse types of communities can collect primary source data and determine the current priorities in a service area.

## Introduction

Conducting a needs assessment can get a new program or initiative started on the right track. It can also be a tool that is used by experienced educators to get a snapshot look at a community to measure programmatic efficacy or look at new areas to serve. Educators who evaluate a community using a needs assessment can be better equipped to justify the use of valuable program resources. In addition, educators can utilize the data collected to employ practices that meet the needs of their respective urban, suburban, and rural communities. They can also utilize the findings to identify opportunities for cross-collaboration with partners. The concept of learning about a community before starting to work in an area is not new. However, the information gathered during a needs assessment can give educators valuable insight into new or underserved programmatic areas.

The following section outlines the benefits of and how to conduct a needs assessment.



Photo credit: Edwin Remsberg

## What is a Needs Assessment?

A needs assessment is a systematic research method used to drive community development (Walker et al., 2017). Needs assessments are usually conducted at the start of a new program or after data-informed initiatives have been conducted. Barker et al. (2006) stated that the needs assessment contributed to an educator's ability to respond to the needs of a county more effectively.

## Types of Data to Collect

Needs assessments can be conducted by using data sets from various sources, which can be called "primary data" and "secondary data." Primary data is gathered from a variety of stakeholder audiences using a formal research approach. Stakeholders can include youth members, youth non-members, volunteers, club leaders, community members, elected officials, administrators, and other interested parties. Secondary data is gathered from sources that have already been collected, analyzed, and shared. This type of data can include population data, school enrollment, census data, and health statistics. According to McCawley (2009), needs assessments can

make use of secondary data to support decision-making regarding priority programming needs. The County 4-H Needs Assessment can be adapted by educators for many county-based programs and provides tools to support primary data collection. Additionally, educators can later add secondary source data to create programmatic priority designations.

Educators at the University of Maryland Extension (UME) designed the County 4-H Needs Assessment Tool Kit as a primary data collection tool that can be implemented by 4-H programs in any county using a formal, research-based approach. Maryland is made up of rural, suburban, and urban areas. 4-H educators from three Maryland counties with a mixture of urban, suburban and rural populations developed the needs assessment tool kit to answer the questions, “What are the youth development needs in my county? How can those needs be met with the resources available?” The tool kit combines the use of both quantitative and qualitative data collection processes. This allows the educator to use multiple data sources inform programming decisions. The tool kit has undergone Institutional Review Board (IRB) approval at the University of Maryland to ensure that each included document has a formal data collection protocol with appropriate informed consent.

**Audiences and Data Collection Methodology**

**Youth:** As developers and presenters of positive youth development programs, 4-H program educators must gather input from both 4-H member youth and non-member youth regarding topics of interest to them for programming. Therefore, the tool kit contains a paper-based survey that gathers quantitative data from youth regarding topics of interest. The tool kit provides instructions for how educators can assist youth in completing the survey, and includes the verbal consent process that is required for the IRB protocol. The completed surveys can then be entered into a Qualtrics® survey for data analysis and filtering.

**Volunteers:** Volunteers serve as the backbone of 4-H, making their perspectives and input regarding county-wide programming extremely important. Specifically, 4-H educators should obtain the volunteers’ perspectives regarding important programs for youth; volunteer professional development needs; how to attract the best and retain 4-H members and volunteers; challenges they face working with 4-H programs; and how the 4-H program should expand within the county.

In order to gain volunteer input on each of these items, the tool kit contains both a quantitative electronic survey instrument to gather input from as many volunteers as possible, as well as a qualitative appreciative inquiry workshop protocol (Fields 2011) that can be used when working with groups of volunteers. The electronic survey protocol includes language that educators can use in email communications to volunteers regarding the survey, as well as the informed consent process. The appreciative inquiry workshop protocol also includes a template invitation and directions on how to conduct the workshop.

**Partners and Advisory Councils:** Educators should also gain programmatic insights from community partners, advisors, school officials, and other stakeholders regarding youth development priorities when determining programming needs (McCawley 2009). The County 4-H Needs Assessment Tool Kit contains a key informant interview protocol that educators can use during one-on-one interviews or with a focus group to gather qualitative data from these audiences.

**Gathering Data**

As mentioned above, it is important to gather both qualitative and quantitative data during a needs assessment. It is also important to understand the differences between primary and secondary data sources. Utilizing these different types of methods and data types allows for a more comprehensive needs assessment. The

**Primary Data Collection Methods, Types, and Audiences**

Collection Method	Data Type	Audience
<b>Youth Survey</b> ( <i>Appendix C</i> ) <b>Volunteer Survey</b> ( <i>Appendix F</i> )	Quantitative	Existing & prospective new 4-H members Certified University of Maryland Extension 4-H volunteers
<b>Appreciative Inquiry</b> ( <i>Appendix D</i> )	Qualitative	Existing partners and 4-H club leaders
<b>Key Informant Interview</b> ( <i>Appendix E</i> )	Qualitative	Existing partners and prospective new 4-H partners
<b>Focus Groups</b> ( <i>Appendix E</i> )	Qualitative	County Extension Advisory Council

**Secondary Data Collection Methods, Types, and Audiences**

Collection Method	Data Type	Audience
<b>Demographics</b>	Quantitative	Existing County-based information
<b>School Type</b> (i.e. elementary, middle or high school)	Quantitative/ Qualitative	Existing County-based information
<b>Overview of other youth development programs offered within the county</b>	Quantitative/ Qualitative	Existing County-based information
<b>Other community-based needs assessment findings</b>	Quantitative/ Qualitative	Existing County-based information assessment findings

following charts outline each, and explain which tools included in the tool kit collect which types of data.

The tools included in this tool kit were developed in order to standardize data collection over several counties across Maryland. The standardized development of these tools ensures that completeness, validity, consistency, timeliness, and accuracy are of utmost importance when collecting data.

**References**

Barker, W., Reagan, M., & Clyde, J. (2011). Clark County 4-H Needs Assessment and Program Review. Retrieved from <http://epubs.nsls.nv.gov/statepubs/epubs/31428003035322.pdf>

Fields, N. I. Strategies for 4-H Youth Development Educators on Outreach Programming. Retrieved from <https://extension.umd.edu/resource/strategies-4-h-youth-development-educators-outreach-programming-fs-927>

McCawley, P. (2009). Methods for conducting an educational needs assessment: Guidelines for cooperative extension system professionals. University of Idaho Extension. Retrieved April 12, 2011, from <https://www.uidaho.edu/extension/publications/publication-detail?id=bul0870>

Teuteberg, D. and Cummins, M. (2017). Using Community Assessments to Improve 4-H Youth Development Programming Efforts. *Journal of Extension*, 55 (4), 4TOT9.

**Resources found in the Tool Kit**

- ▶ Appendix A - 4-H Adult Volunteer Consent
- ▶ Appendix B - Youth Assent Tools
- ▶ Appendix C - Youth Survey Tool
- ▶ Appendix D - Appreciative Inquiry Tools
- ▶ Appendix E - Key Informant & Focus Group Interview Tools
- ▶ Appendix F - Volunteer Survey Tools

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## 4-H Adult Volunteer Consent

- ▶ **Needs Assessment Survey Key**
- ▶ **Informant Interviews**
- ▶ **Appreciative Inquiry Workshops**

Thank you for taking time to complete these questions. The purpose of this study is to improve the quality and relevancy of 4-H programming to youth and other future program participants, as well as provide high-quality training to our volunteer workforce.

All of your **responses are confidential**. If we write a report or article about this research project, the data will be aggregated to protect the identity of individual respondents. There are **no known risks** associated with participating in this research project. Your participation in this research is completely voluntary. You may choose not to take part at all or answer certain questions. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits for which you otherwise qualify. This research is being conducted by [insert county educator name and contact information]. If you have any questions about the research study itself, please contact [county educator] at [email address], or at [telephone number].

This research has been reviewed according to the University of Maryland, College Park, Institutional Review Board procedures for research involving human subjects. University of Maryland College Park Institutional Review Board Office, 1204 Marie Mount Hall, College Park, Maryland, 20742 E-mail: [irb@umd.edu](mailto:irb@umd.edu) Telephone: 301-405-0678. The IRBnet Package number is 1138597-1.

By clicking on/answering the following questions you are indicating that you are at least 18 years of age; the research has been explained to you; your questions have been fully answered; and, you freely and voluntarily choose to participate in this research project.

### ***Partnering for Success***

Each partner in a pair should ask the other person:

- ▶ On a scale of 1 to 5 with “1” being “not at all” and “5” being “exceptional,” how successful would you say the program is at fulfilling its purpose?
- ▶ What do you need from the program to help you fulfill the organization’s purpose?
- ▶ What do you need from the program to help you fulfill the organization’s purpose?
- ▶ How can the program help you achieve our goals?

*County 4-H Needs Assessment: 4-H Adult Volunteer Consent continued from page A.1*

### **Envisioning the Future**

Each pair should imagine 10 years have passed and the program is exceeding expectations. Each member of the pair should ask the other person:

- ▶ How have things changed?
- ▶ What new opportunities exist?
- ▶ What challenges are you experiencing?

After each of the volunteers have been interviewed, have the pairs find one or two other pairs to form a larger group. This will lead into the next segment.

### **Combined Pairings for Group Reflection (15 minutes)**

During this segment, the group should receive three sheets of newsprint that are individually labeled: **inspired service** (what’s working; positive impact), **partnering for success** (do more of or better), and envisioning **the future** (creating the best path).

Each group member should take no more than a minute to introduce their partner by sharing his/her best experience in the program. Group members should then identify a recorder and a reporter and take 15 minutes to generate a list of items for the categories written on each of the three newsprint pages by using the data generated from the interview sheets. Once the group has completed this process, they will transition to the final segment.

### **Energizing for the Future (15 minutes)**

During this segment, volunteers will review the items on their group’s newsprint lists and decide what statements make them feel the most energized. Give each volunteer nine sticky dots to place next to the statements they feel most strongly about (energy). Ask the volunteers to place three dots next to statements on each newsprint list. Volunteers may place more than one dot on a statement if it is particularly important to them.

Once all the group member’s dots are placed on the three newsprint lists, tabulate the dots to identify the top three statements on each list.

Each group should share the top three statements on their newsprint lists with the larger audience.

A final report generated from the AI session can be shared with the volunteer constituent base and used to enhance the program quality in the future.

***Appreciative Inquiry material developed by Dr. Nia Imani Fields (nfields@umd.edu). Fact Sheet FS-997, January 2015***



## Youth Assent Tools

### Youth Assent

We would like to invite you to participate in a short survey that will help the program leaders learn more about what you are interested in learning from 4-H programs. This information will also help us better plan and prepare activities for next year.

You do not have to participate in this study if you do not want to. During the survey, you may decide to stop at any time and there will be no issue with your club or University of Maryland.

This survey covers topics that you may be interested in learning about. It will only take you a couple of minutes. We are really interested in which of these topics you would like to learn more about.

If you have any questions at any time, please ask me or one of the other 4-H adults here at the event.

**BY COMPLETING THE SURVEY, YOU HAVE DECIDED TO PARTICIPATE AND HAVE LISTENED TO THESE INSTRUCTIONS.**

### Youth Recruitment & Assent Script For Educator Use

Hi, there! Thanks for stopping by today.

The [Name of County/City] University of Maryland Extension wants to know what types of 4-H programs you are interested in. We would like for you to participate in this needs assessment so we can have programs that will help you develop the skills needed for college and future careers.

I am telling you about this needs assessment study to help you decide whether or not you want to answer these questions. You can ask any questions you have before making up your mind. It is okay to say “No” if you don’t want to be in the study. If you say “Yes”, you can change your mind and quit being in the study at any time.

We are not going to tell anybody what you have to say because your information is confidential. Your participation as a member of Maryland 4-H will not be affected if you participate or decide that you do not want to participate.

OK, if you agree, let’s get this filled out. It will only take you about two minutes.



# YOUTH SURVEY

1. Are you a current 4-H member?  Yes  No

2. How old are you? \_\_\_\_\_

3. What grade are you in? \_\_\_\_\_

4. What area / community of [name of County] do you live in? \_\_\_\_\_

5. I am a [name of County/City] Youth that would be interested in the following 4-H programs:

- |  |  |
|--|--|
| <input type="checkbox"/> Robotics & Engineering Projects & Contests        | <input type="checkbox"/> Helping the Environment/Wildlife  |
| <input type="checkbox"/> Filmmaking & Photography                          | <input type="checkbox"/> Leadership Training (teens)       |
| <input type="checkbox"/> College & Career Planning                         | <input type="checkbox"/> Horticulture (Growing plants)     |
| <input type="checkbox"/> Animal Science (Goat, Rabbit, Horse, Dairy, etc.) | <input type="checkbox"/> Cooking/Food Science              |
| <input type="checkbox"/> ATV/Bicycle Safety                                | <input type="checkbox"/> Agriculture Education             |
| <input type="checkbox"/> [Name] County 4-H Camp                            | <input type="checkbox"/> Healthy Living & Food Preparation |
| <input type="checkbox"/> [Name] County 4-H Fair                            | <input type="checkbox"/> Welding/Agriculture Mechanics     |
| <input type="checkbox"/> Chemistry Experiments                             | <input type="checkbox"/> Genes, DNA and Biotechnology      |
| <input type="checkbox"/> Shooting Sports                                   | <input type="checkbox"/> Electricity & Energy              |
| <input type="checkbox"/> Community Service/Leadership                      | <input type="checkbox"/> Fashion Design and Show           |
| <input type="checkbox"/> GPS Technology/Geocaching                         | <input type="checkbox"/> Soil Science & Technology         |
| <input type="checkbox"/> Science Experiments                               | <input type="checkbox"/> Microbiology                      |
| <input type="checkbox"/> Arts & Crafts                                     | <input type="checkbox"/> Forestry/Tree Identification      |
| <input type="checkbox"/> Financial Literacy                                | <input type="checkbox"/> Scrapbooking                      |
| <input type="checkbox"/> Public Speaking                                   | <input type="checkbox"/> Coding/Computer Science           |

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## Appreciative Inquiry Tools

### Appreciative Inquiry (AI) Protocol

#### ***Informed Consent:***

Read the informed 4-H Adult Volunteer Consent statement to the group. Have copies available for participants to take with them. Please answer any questions they may have about the research.

#### ***Instructions for Educator:***

One way to engage volunteers in program assessment is to integrate Appreciative Inquiry (AI) sessions into volunteer development and training opportunities. You can facilitate an AI session during volunteer development training by dividing the session into three segments:

1. paired groupings for individual program reflection;
2. combined pairings for group reflection; and
3. energizing for the future.

#### ***Paired Groupings for Individual Program Reflection (20 minutes)***

Within this segment, volunteers divide into pairs for reflective interviews. Both volunteers should have about 10 minutes each to serve as interviewer and interviewee. Potential topics and questions for this reflective survey include:

#### **Inspired Service – Recalling a Best Experience**

Each participant should ask the other member of his/her pair to think about their interactions and engagements with 4-H. The interviewer should ask their partner to tell a story about his/her best experience with 4-H. Suggested questions are:

- ▶ What were you doing?
- ▶ Who were you volunteering with?
- ▶ What made it successful?
- ▶ What was the impact on you and/or your community?



*County 4-H Needs Assessment: Appreciative Inquiry Tools continued from page D.1*

## Appreciative Inquiry Workshop Participant Recruitment Letter

Dear Volunteer:

As part of our volunteer training workshop on [date], we are going to have an Appreciative Inquiry session to focus on inspired service, partnering for success, and envisioning the future. During this interactive session, we are going to solicit your ideas about best practices that we should be engaged in with our volunteer development strategies. This Appreciative Inquiry session is one part of our overall needs assessment research study for 4-H adult volunteers.

We would like to invite you to attend this workshop and participate in this research study. This will help our 4-H Educators and Specialists learn more about you are interested in learning from 4-H programs. This information will also help us better plan and prepare activities for next year.

You do not have to attend this Appreciative Inquiry workshop and be in this study if you do not want to. If you elect to participate, you may decide to stop at any time and there will be no issue with your volunteer work or participating in the rest of the training. We are sending to you the informed consent statement that gives you more information.

Please be sure to indicate on your registration that you want to be part of the Appreciative Inquiry workshop and research study. If you have any questions, please contact:

[Educator Name, Address, Email, Telephone]



# Key Informant & Focus Group Interview Tools

## Interview Protocol

### Introductory Text

Good Morning/Afternoon!

Again, let me thank you for taking your valuable time to talk with me about the needs, challenges, and opportunities of 4-H in [Name of County].

Let me go over the informed consent statement with you (please read and give a copy to the interviewee).

As a reminder, I am recording the session only to help me take notes of our conversation. As soon as I complete the transcription of our conversation, I will destroy this audio recording. If, for any reason, you do not want me to record, please let me know.

Let's get started.

### Existing Partner Questions:

1. What do you see as the biggest challenges facing [insert county/city name] youth in the past 5 years?
2. What has 4-H been doing well to help youth meet these challenges?
3. What else should 4-H be doing to help youth meet these challenges?
4. If you had \$100,000 to grow a 4-H youth development program/youth development program in [insert county/city name], what would it look like?
  - Probe: Where would you get started?
  - Probe: Who would be involved?
  - Probe: Where should the program expand in order to remain relevant?
  - Probe: What's emerging and how do we adapt to meet those needs?
  - Probe: Is there a larger community need that we should be addressing in our work with youth?
  - Probe: Do you think there are groups of youth that are under-served in our county? Who are they?
5. How important do you think these topics are for youth in [insert county/city name]?
  - Building community and civic engagement  
1   2   3   4
  - Development leadership skills for life  
1   2   3   4

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*County 4-H Needs Assessment: Key Informant & Focus Group Interview Tools continued from page E.1*

- Nurturing social empowerment and resilience  
1 2 3 4
- Improving college and workforce readiness  
1 2 3 4
- Fostering exploration and creativity in arts and sciences  
1 2 3 4
- Promoting healthy lifestyle and self-acceptance  
1 2 3 4

6. What are the barriers that you see pertaining to youth development in [Insert County/City name]?
7. Is there another key person you would recommend that I should talk to?
8. Is there anything else that you want to tell me that I haven't asked you about?
9. What organizations/corporations could we approach for sponsorship and assistance?

**New Partner Questions:**

1. Could you tell me a little bit about what your organization is doing (in regards to youth issues) in [County/City name]?
2. What do you see as the biggest challenges facing [County/City name] youth in the past 5 years?
3. Tell me what you know about the [County/City name] 4-H program.
4. If you had \$100,000 to grow a 4-H youth development program/youth development program in [County/City name], what would it look like?
  - Probe: Where would you get started?
  - Probe: Who would be involved?
  - Probe: Where should the program expand in order to remain relevant?
  - Probe: What's emerging and how do we adapt to meet those needs?
  - Probe: Is there a larger community need that we should be addressing in our work with youth?
5. On a scale of 1 to 4, with 1 being not important, 2 being a little important, 3 being important, and 4 being very important, how would you rate the importance of the following topics for youth in [County/City name]?
  - Building community and civic engagement  
1 2 3 4
  - Development leadership skills for life  
1 2 3 4
  - Nurturing social empowerment and resilience  
1 2 3 4
  - Improving college and workforce readiness  
1 2 3 4
  - Fostering creativity in arts and sciences  
1 2 3 4
  - Promoting healthy lifestyle and self-acceptance  
1 2 3 4

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*County 4-H Needs Assessment: Key Informant & Focus Group Interview Tools continued from page E.2*

- 6. What are the barriers that you see pertaining to youth development in [County/City name]?
- 7. Is there another key person you would recommend that I should talk to?
- 8. Is there anything else that you want to tell me that I haven't asked you about?
- 9. What organizations/corporations could we approach for sponsorship and assistance?

## Recruitment Email

Dear [Participant name],

University of Maryland Extension (UME) is working to better understand the needs of youth in [name of county]. I am interviewing key stakeholders (either existing or potential) like you who can or will be critical partners in youth development programs.

I would like to schedule an interview/focus group with you during the month of [month] that would only take 30-45 minutes. I would be happy to come to your office. Please let me know via a reply to this email whether you are or are not willing to be interviewed. If you say yes, I will follow up to find the best date and time for you.

Thanks for your consideration, and I hope you are willing to help with this important research in UME 4-H Youth Development.

[Name]

[Contact Information]

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## Volunteer Survey Tools

### Pre-Notification Letter

Dear [County/City name] 4-H Volunteer,

Thank you for the work that you provide for the 4-H youth in [County/City name]. We know from the research that young people significantly benefit from having caring adults in their lives.

Within the next week, you will be receiving a letter and survey from me that seeks to determine program priority areas and the training topics that you consider most important for your own professional development. We also want to know what strategies you think will help us attract and retain youth in 4-H, as well as to help recruit and retain 4-H adult leaders.

The survey will only take about 5 minutes of your time. You will also have the option to complete it on line. Your answers are confidential and, in no way, will your individual responses be identified with you.

By providing us with your feedback, we will be better able to strengthen 4-H programs in [County/city name].

Sincerely,

Name of County/City Educator

Address

Telephone Number

Email Address

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*County 4-H Needs Assessment: Volunteer Survey Tools continued from page F.1*

## Notification Letter

Dear [County/City name] 4-H Volunteer,

About one week ago, you received a letter from me letting you know that we would be sending this survey to you.

This is a research study to find out what types of 4-H programs you are interested in offering, what your professional development needs are, and strategies that can attract and retain both 4-H members and adult volunteers.

The survey will only take about 5 minutes of your time. Your answers are confidential and, in no way, will your individual answers be identified with you. **All of your responses are confidential.**

Please complete the survey by [date].

You have the option to complete this survey on-line if you prefer. The link to the survey is: [LINK]

[If paper based]: Please read the consent statement on the back of this letter. [If electronic based, the words “consent statement” will be a link to the file]: Please read this consent statement before you click on next.

Once again, thank you for the hard work that you provide for the 4-H youth in [County/City name]. By providing us with your feedback, we will be better able to strengthen 4-H programs in [County/City name].

Sincerely,

Name of County/City Educator

Address

Telephone Number

Email Address

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*County 4-H Needs Assessment: Volunteer Survey Tools continued from page F.2*

## Reminder Letter

Dear [County/City name] 4-H Volunteer,

Approximately two weeks ago, you received a 4-H Club Leader Needs Assessment Survey. Several have completed the survey, but we have not heard from you.

This is a research study to find out what types of 4-H programs you are interested in offering, what your professional development needs are, and strategies that can attract and retain both 4-H members and adult volunteers.

The survey will only take about 5 minutes of your time. Your answers are confidential and, in no way, will your individual answers be identified with you. All of your responses are confidential. You have the option to complete this survey on-line if you prefer. The link to the survey is: [LINK]

If you need another paper copy, please call our [County/City name] office at [telephone number] and we will send one to you.

Your feedback is important to us. Please complete the online survey by [date]. Thank you for your help.

Sincerely,

Name of County/City Educator

Address

Telephone Number

Email Address

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## Volunteer Survey Instrument

Please rate the level of importance, of any, that would give to the following 4-H **ANIMAL SCIENCE** programs for youth in [County/City name].

	Not Important	A Little Important	Somewhat Important	Very Important
4-H Animal Science (any animal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Livestock Judging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showmanship (any animal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate the level of importance, of any, that would give to the following 4-H **AGRI-SCIENCE** programs for youth in [County/City name].

	Not Important	A Little Important	Somewhat Important	Very Important
Food Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Soil Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DNA & Biotechnology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Animal Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plant Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Horticulture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate the level of importance, of any, that would give to the following 4-H **COLLEGE AND CAREER READINESS** programs for youth in [County/City name].

	Not Important	A Little Important	Somewhat Important	Very Important
Learn About College Options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop Career or College Skills for Success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn 4-H & College or Career Connections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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County 4-H Needs Assessment: Volunteer Survey Tools continued from page F.4

Please rate the level of importance, of any, that would give to the following 4-H **ENVIRONMENTAL SCIENCE** programs for youth in [County/City name].

	Not Important	A Little Important	Somewhat Important	Very Important
Archery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shooting Sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate the level of importance, of any, that would give to the following 4-H **STEM (Science, Technology, Engineering, & Math)** programs for youth in [County/City name].

	Not Important	A Little Important	Somewhat Important	Very Important
GIS/GPS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Robotics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rocketry/Aerospace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engineering Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engines, Tractors, Bikes, Etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate the level of importance, of any, that would give to the following 4-H **CAMPING** programs for youth in [County/City name].

	Not Important	A Little Important	Somewhat Important	Very Important
Nature Day Camps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
STEM Day Camps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nature Overnight Camps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
STEM Overnight Camps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate the level of importance, of any, that would give to the following 4-H **ARTS & CRAFTS** programs for youth in [County/City name].

	Not Important	A Little Important	Somewhat Important	Very Important
Arts & Crafts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scrapbooking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Photography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Film Making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fashion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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County 4-H Needs Assessment: Volunteer Survey Tools continued from page F.5

Please rate the level of importance, of any, that would give to the following 4-H **HEALTHY LIFESTYLE** programs for youth in [County/City name].

	Not Important	A Little Important	Somewhat Important	Very Important
Healthy Eating Habits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being Active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Healthy Decision Making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food Preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please tell us how important the following topics are to your 4-H volunteer professional development.

	Not Important	A Little Important	Somewhat Important	Very Important
Parliamentary Procedure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Record Book Keeping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Officer Duties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recruiting New People	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training on Current Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training on New Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting New Members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping Current Members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Members Teaching the Public	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What strategies do you think will help us to attract youth and keep them interested in 4-H programs?

- Use social media sites hosted by the kids
- Involve parents
- Ask the kids for feedback on a regular basis
- Ask the kids about what is important to them
- Contact schools about the benefits of 4-H
- Contact local organizations to promote 4-H

What types of strategies do you think will help us to attract and keep valuable volunteers in [insert county/city name] 4-H programs?

- Have paperwork done in a timely fashion
- Make the volunteer feel valued
- Make sure that the volunteer is not overwhelmed
- Make a personal connection with each volunteer
- Encourage volunteer buy-in by asking volunteers what is important to them with regards to the 4-H program

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*County 4-H Needs Assessment: Volunteer Survey Tools continued from page F.6*

**What strategies do you think will help us to attract youth and keep them interested in 4-H programs?**

- Use social media sites hosted by the kids
- Involve parents
- Ask the kids for feedback on a regular basis
- Ask the kids about what is important to them
- Contact schools about the benefits of 4-H
- Contact local organizations to promote 4-H

**What do you see as the challenges or problems when working with 4-H youth development programs in [County/City name]?**

- Kids today are very busy with activities other than 4-H
- Parents don't get involved with 4-H
- People don't know what 4-H can offer to youth
- On-line materials are not easy to use
- Current 4-H event information is not accurate
- Registration system is not intuitive to use
- Youth are unable to travel long distances for events/programs

**Which of the following strategies do you think 4-H needs to do in order to expand programs in areas that you think are important?**

- Recruit more volunteers to help
- Expand clubs in the county
- Recruit volunteers for specific topic areas in which they are interested
- Enhance on-line tracking system
- Mentor adult volunteers who are new to 4-H
- Get 4-H alumni involved

**What other comments, concerns, and/or ideas would you like to share with us about how to develop a strong 4-H youth development program in [County/City name]?**

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